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17. ABSTRACT (MAX. 250 WORDS)

A project which provides enriched learning experiences for four-year old children from economically impoverished homes is presented.

The goals of the program are: (1) to provide activities designed to facilitate language, cognitive, perceptual, and physical developments; (2) to offer opportunities for meaningful interaction with the environment and for stimulation of curiosity; (3) to provide activities designed to develop listening, speaking, attention, and retention skills; (4) to provide activities in the various art forms; (5) to promote good physical and emotional health; (6) to create an atmosphere of respect and acceptance; (7) to provide for direct parent involvement; and (8) to develop positive attitudes toward school and learning, as well as good patterns of social interaction.

A detailed budget is presented which includes administrative and professional staff costs, supporting services costs, and such other costs as instructional supplies, food, health supplies, and transportation expenses.

Appendices include an organizational chart of the Montgomery Public Schools and an annotated bibliography.

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write abstract

MONTGOMERY COUNTY PUBLIC SCHOOLS
Community Action Program

Work Program - Preschool Proposal, 1965-66
(Includes Head-Start Program, Summer 1965)

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MONTGOMERY COUNTY PUBLIC SCHOOLS
Community Action Program

Work Program - Preschool Proposal, 1965-66
(Includes Head-Start Program, Summer 1965)

SUMMARY OF PROJECT

It is the purpose of this project to provide enriched learning experiences for four-year-old children from economically impoverished homes. Most children from such homes are denied the opportunities for those kinds of experiences which will develop and extend their language capabilities. As a result, they frequently enter the school program handicapped in their ability to cope with it with reasonable hope of success. It is the expectation of this project to enhance significantly the likelihood of their succeeding with the regular instructional program.

This project will supplement, extend, or absorb if requested, the several existing community sponsored programs for economically disadvantaged children. Maximum direct involvement of parents and use of volunteers and resource persons from the school staff and community are planned. When appropriate, assistants to the regular staff will be drawn from persons eligible for employment or work-study and work-training under other provisions of this Act.

The preschool project will begin in 1965 with an eight-week summer program for four and five-year-olds who will be entering kindergarten in the fall. This program, designated by the Office of Economic Opportunity as Project Head-Start, will have the same purposes and goals as the regular preschool program. It will include a six-week training session for teachers in the Head-Start program, and teachers, teacher aides and volunteers who will be planning to work in the regular preschool program in the fall.

Initial steps have been taken towards working conjointly with appropriate recreation, and health and welfare services for integrating the preschool program with other efforts directed at reducing or eliminating causes for poverty.

Background*

A body of research accumulating over the last fifty years has indicated clearly that the concept we call "intelligence" is not a fixed quantity but rather is developmental in nature. If it is developmental, then early experiences for a child can either facilitate or handicap him in his eventual intellectual growth. Bloom (1964) and Hunt (1961) have both hypothesized that early intervention for disadvantaged children can make as much as 20 to 30 points difference in IQ. Such a difference (which has been documented) is far too large to attribute to chance alone.

The crucial years for intervention seem to be between one and five. Later intervention may be helpful but requires much greater effort for much smaller gains. A study by Lee (1951) of Negro children who moved from the South to Philadelphia before age six showed improvements of 6½ IQ points by the time they reached ninth grade. Children who moved by grade six showed only a two point gain. These gains came despite the fact that the moves were hardly into a rich environment. Studies of younger children in an enriched environment for even brief periods of time show more promising gains. In one study, Dawes (1942) worked with orphanage children between three and six only on Saturdays for 7½ months. Average increases of 14 IQ points were found for these youngsters. Klaus and Gray (1962) found similar increases in three year olds from deprived homes after the children had been in an experimental preschool for ten weeks.

Simultaneous with the accumulation of information on the plasticity of human intelligence, other studies have demonstrated clearly that children of average ability who grow up in physically or culturally deprived environments show significant declines in ability--even to the point of retardation as

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* Specific and general reference to this section can be found in Appendix II.

adults. As early as 1923, Gordon found that children growing up on canal boats in England in impoverished surroundings showed this decline. A study of migrant children in Arkansas in 1964 by Frost showed that 16 year olds had essentially the same vocabulary as four year olds. In the years between, countless studies of children in isolated mountain communities, city slums, and rural areas have found the same thing. Thus not only does intelligence fail to develop in unfavorable surroundings, it may actually decline if it is not stimulated.

The significance for the schools of the research on intelligence lies in its usefulness as a predictor of school achievement. The bulk of the evidence indicates that children from deprived homes, even those who test in the average range, enter school already handicapped in their development. This gap does not decline as time goes on but grows even greater as they progress through school and are asked to deal with increasingly complex and abstract tasks. There apparently is a time of readiness for learning certain types of material, this time seemingly comes very early, and remedial efforts after that time pay very poor dividends. Kindergarten--particularly kindergarten which is tailored to the needs of middle-class children--does not appear to be sufficient to help them catch up. Later remedial programs for reading, speech, etc. are not markedly successful. Placement in classes for specific learning disabilities does not lead to a great many returns to regular classes. The sum of the evidence suggests that only early training will lead to significant and permanent improvement for these children and that this early training must be carefully planned to provide a variety of experience, both compensatory and enriching.

In an excellent summary of the literature, Gray (1962) attempted to list

those variables isolated by research which appear to handicap the disadvantaged child in his school progress. Whether the child is raised in a slum where he is bombarded by indiscriminate noise and stimulation or whether he grows up in an isolated area, certain similarities are found. First of all, the deprived child lacks the language development and often the cognitive and perceptual development which will enable him to succeed in school. While it is recognized that the level of language in a disadvantaged home is apt to be low, it is not yet clearly known what other deficiencies exist. It is suspected that child rearing patterns play an important role, as does amount of interaction with adults, independence training, etc. Some have suggested that deprived children have had a richness of motor and concrete experiences not available to middle class children. This is possible but it seems probable that the verbal ordering of experiences may play a more important role than simply the number of experiences. This is borne out by the finding that deprived children not only score poorer on intelligence tests in the language area but in the performance areas as well. It may be that verbal labels are necessary even on performance tasks.

A second area listed by Gray included that of attitudes toward achievement and academic work. Attitudes toward school are less favorable in a disadvantaged home. The parents have frequently found school to be a frustrating experience and they pass on this feeling to their children. Academic achievement and curiosity may not only be rewarded but may actually be punished if the parents feel the child is turning from the family values. Ability to work toward a goal is not stressed and there is more emphasis on immediate gratification of wishes. Persistence toward a goal--particularly an academic one--plays little part in child rearing. Henry (1963) has spoken of

the "hidden middle class curriculum" because the child is taught his alphabet, colors, numbers, etc., before he starts to school. It is evident that this curriculum also includes a set of attitudes and values which make school an important place to be.

This brief review of the research on deprived children indicates that a successful plan of working with them must consider certain points. The work must begin early--the earlier the better, it must provide rich language and perceptual training, and it must carefully plan for the development of attitudes conducive to school work. The parents must be a part of the program, they must find new hope for themselves and their children, and they must try to communicate this belief to their children.

Purposes and Goals

Enriched preschool experiences are especially important to children from impoverished backgrounds in Montgomery County to help them bridge the larger-than-usual gap that exists between them and their peers who frequently come from unusually advantaged homes and in addition may have had two years of nursery school experience. This project hopes to offer a rich preschool program providing these children with a background of experience similar to that of children from more economically favored homes. It is a further hope of the program to develop a positive attitude towards school and education in both children and parents. The intention is to study the needs of these children and to develop an appropriate curriculum for them, to provide for evaluation of the short and long term effectiveness of the program and to determine what implications, if any, exist for changes in the regular school program.

Specifically, the goals of the program are:

1. to provide activities designed to facilitate language, cognitive, perceptual and physical development

2. to offer many guided opportunities for meaningful interaction with the environment and for increasing and stimulating curiosity

3. to provide activities designed to develop listening, speaking, attention, and retention skills

4. to increase the quantity and improve the quality of experiences through use of equipment, materials, activities, and supervision otherwise unavailable.

5. to provide activities in the various art forms to stimulate imagination, promote self-confidence, and develop understanding and appreciation of the different aesthetic forms

6. to promote good physical and emotional health through provision of psychological, counseling, speech and hearing, and medical and nursing services

7. to create an atmosphere of respect for and acceptance of children and parents through careful selection of staff

8. to provide for direct parent involvement in the operation of the classes to stimulate interest in, and provide a learning experience in child management and development; to provide activities, programs, and counseling as indicated by parent interest and concern

9. to develop attitudes towards school and learning, and patterns of social interaction which will be conducive to effective academic learning.

Identification of Pupils

In a preliminary survey by pupil personnel workers and principals, approximately 618 four-year-olds were identified as being from impoverished homes. This estimate was derived from an evaluation of the answers to the following questions:

How many children are presently enrolled in kindergarten?

How many children are projected to be enrolled during the next school year? (1965-66)

Of the projected number of children to be enrolled, how many could be considered to come from poverty conditions?

The base line for the determination of poverty was as follows:

Total income of family under $3,000 per annum, or

Total income below $750 per member of family, or

Any unusual circumstances which have created poverty conditions within the family.

At this early stage of identification 39 classes in 24 areas appear to encompass most of the eligible children. The areas are as follows:

1. Monocacy - Taylor
2. Poolesville
3. Clarksburg
4. Germantown
5. Damascus
6. Laytonsville
7. Darnestown
8. Gaithersburg - Washington Grove
9. Olney
10. Cloverly - Burtonsville
11. Colesville - Fairland
12. Hillandale

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* Sherwood to be added to program in the fall; summer needs appear to be met.

13. Seven Locks - Clara Barton - Farmland - Georgetown Hill
14. West Rockville - Park Street
15. Maryvale - Lone Oak
16. Congressional
17. Rocking Horse Road - Garrett Park - Rock Creek Palisades - Kensington - Oakland Terrace
18. Viers Mill
19. Holiday Park - Pleasant View - Glenmont - Glen Haven - Wheaton Woods
20. Rock Creek Forest - Rosemary Hills - Woodlin - Woodside
21. Highland View - Takoma Park
22. New Hampshire Estates - Rolling Terrace
23. East Silver Spring - Silver Spring Intermediate
24. Fernwood - Ayrlawn - Chevy Chase - Bethesda - Lynnbrook

For the summer program, space will be available in the public schools. The selection of the above areas for establishment of the 1965-66 preschool program is contingent on the results of the final census and on the availability of space.

Program*

Any program for working with disadvantaged children must be dynamic rather than static in nature. It would be impossible to maintain at this point that any one method of working with these children is best. Deutsch says that the curriculum in the New York preschool project varies yearly as a function of the needs of the children. In some cases in the Montgomery County preschools, the activities and experiences would be compensatory to make up for experiences the children had missed earlier. At other times, the activities would be designed to provide a rich background through which the children could develop their abilities to the maximum. Most of the time, the program would be based on a combination of purposes.

One important role for the whole staff involved in the preschools would undoubtedly be the development of the program. A significant amount of time would be spent in this as well as in in-service training programs. A good program would undoubtedly not only draw on many different specialities but would also incorporate techniques and procedures which have been used successfully in other programs. Many of the Montessori techniques might have value as would suggestions from the New York preschool project, from the Peabody Early Training Study, from the study of curriculum at the University of Indiana, from our own kindergarten experience, and from numerous other projects.

While it is not possible to specify the whole program for the preschool, it is possible to set up certain guide lines which will serve to structure the program and to pinpoint some of the areas of emphasis. Certain differences in aptitudes and attitudes between the advantaged and disadvantaged appear to handicap the child of disadvantaged background. Therefore, the preschool program should attempt to incorporate as goals

*See appendix II for references.

the overcoming of these disadvantages. At the same time, the well-being of each child would be considered and the program would always be modified for the child as he indicated his readiness to handle the expectations at a certain level.

Aptitudes:

Research has indicated repeatedly that children from culturally disadvantaged backgrounds are poorer in language development, perceptual development, and general concept formation. Emphasis in the preschool designed to work in these areas should include some or all of the following:

1. There will be a great many increases in the amount of language interaction made possible by the greater number of adults. The adults should consistently give praise for attempts at verbalization.

2. The teachers and aides will place careful stress on speaking in meaningful units of speech, improving vocabulary through rich experiences, on talking about feelings as well as things.

3. There will be a gentle but consistent patterning of speech by the teachers who will speak correctly and encourage the children to do the same.

4. Opportunities to listen and talk, to hear stories, to listen to music will be numerous. Emphasis will be on trying out and using language to express ideas and on having someone to react to one's expression.

5. Part of the language training will include systematic training in the use of words as abstract language categories, particularly formal classes of objects.

6. The children will be given training in comparisons, discriminations, and the uses of symbols and objects--visual, verbal, and auditory.

7. There will be provisions for perceptual-motor development and physical development through free play, through supervised play, and through provisions of materials which foster this.

8. Field trips will be employed only with careful preparation and follow-up to make maximum use of the experience. These should probably be brief and in the neighborhood until the children are able to tolerate change in routine.

9. To build a sense of security and to assist in developing a time sense, the daily routine should be organized to allow certain activities regularly, giving choice of activity and decision-making to the children as it is appropriate. A regular schedule is important because young children, regardless of background, do not enjoy changes in routine until they feel completely secure; this is particularly true of children who may never have had any regular routine or security.

Attitudes:

Another series of studies have indicated that disadvantaged children are handicapped in achievement by poorer motivation to achieve, by less ability to wait for something, by less ability to persist toward a goal, and by lower values placed on school and academic achievement. Certain aspects in the preschool program designed to focus on these attitudes might include:

1. A chief feature of the preschool program must be in the work with parents. It is essential that they be involved and that they see school people as non-threatening and helpful.

2. Children's books will be provided to the parents on loan. They will be given demonstrations and encouragement in looking at the books with their children or in reading to them. They will also be encouraged to talk about school and its importance with their children.

3. There will be a cooperative effort made with the adult education programs for the parents to focus on training in child rearing, home management, etc.

4. The best way to build a favorable attitude in the child toward school is to make the preschool such an exciting, stimulating, and rewarding place to be that it is irresistable.

5. To build motivation, rewards, reinforcement, and incentives should be used with the children frequently. Originally these should be concrete and immediate but should progress toward delayed and more abstract rewards which are primarily school-oriented.

6. It is vital that the teachers, aides, and anyone else who contacts the children be convinced of the value of education. Attitudes are conveyed primarily in a non-verbal manner and so it is good insurance to be sure the attitudes surrounding the children are the ones it is desirable for them to learn.

Operation

Summer 1965 - Head-Start Program

Participants:	Children born in 1960; priority to be given to children from economically disadvantaged backgrounds
Selected by:	Principals, pupil personnel workers, community project coordinators, public health nurses
Time:	Eight weeks - June 28 to August 20, 1965. Emphasis during first two weeks on physical, psychological, and speech and hearing evaluations
Place:	Twenty-four selected public schools
School Day:	Children - one-half day sessions (3 hours) Professional Staff - full day; in-service program in afternoon
Number Served:	Thirty-nine classes; fifteen in each class; total approximately 588

School Year 1965-66

Participants:	Children born in 1961; priority to be given to children from economically disadvantaged backgrounds
Selected by:	Principals, pupil personnel workers, community project coordinators, public health nurses
Time:	1965-66 school year
Place:	Twenty five selected areas; in public schools where space is available, otherwise in suitable church, school or recreation facility
School Day:	Children - one-half day sessions (morning) Professional Staff - full day; in-service program, parent counseling, home visits, planning, etc., in afternoon
Number Served:	Forty-one classes; fifteen in each class; total approximately 615

Personnel

The administration and supervision of the preschool program will be provided by the present staff of the Montgomery County Public Schools. A teacher certified in early childhood education will be in charge of each class of fifteen children. She will be assisted by a teacher aide and at least one volunteer (parent, college trainee, etc.).

The operational staff is as follows:

Project Director	Resource Teacher (3)
Research Specialist	Teacher (39)
Curriculum Consultant	Teacher Aide (39)
Community Project Coordinator (5)	Psychologist (5)
Staff Development Specialist	Secretary (2)
Speech and Hearing Specialist (10)	Clerk-typist (2)

Qualifications for each staff position will be consistent with those already established for similar positions in the regular school program. Emphasis will be placed on the selection of staff who have training and experience in early childhood education, and competency in working effectively with associates, parents, community and related disciplines. Although previous experience in working with children and parents from economically disadvantaged background is not a prerequisite for all personnel assigned to this program, it is essential that each staff member be interested in the assignment, capable of developing understanding and acceptance of children and parents from impoverished backgrounds, and ready to develop new teaching methods or to alter or discard traditional ones.

In-Service

Orientation and training of personnel for the regular 1965-66 preschool program is a major emphasis of the summer Head-Start project. It is expected that all members of the staff will be directly involved in this training.*

The proposed eight-week, one-half day schedule is as follows:

June 28 - July 9	two weeks: Orientation for all teachers assigned to the summer preschool program; use of consultants
July 12 - August 6	four weeks: In-Service for all summer and fall preschool programs; teachers and teacher aides
August 9 - August 20	two weeks: Phasing out of summer program and planning for regular program

*Negotiations underway to have local university provide staff and leadership in staff development aspects of program.

Administrative Organization

The Project Director will be directly responsible to the Assistant Superintendent for Administration. All other personnel assigned to the preschool program will be directly responsible to the Project Director; however, supervision will be provided from the regular staff in certain areas of specialization (i.e., psychology, speech and hearing, etc.). At the local level the principal will assume administrative responsibility. The Project Director will work with and through the principal of the school. (See Appendix I;

This program will be audited annually by our regular internal auditing procedures, as well as in the regular auditing by an outside agency.

Evaluation

It will be the responsibility of the Research Specialist assigned to the staff to work with the Montgomery County Public School's research department in developing research instruments and designs for evaluating the purposes and goals of the preschool program.

Parent Involvement

The Community Project Coordinators and nurses will work with parents initially in the identification of children for the program and orientation of the parents on the nature of the program and their role in it. They will be requested to participate as volunteers in the preschool program and to meet with their child's teacher, sometimes individually, sometimes in parent groups. It is anticipated that the Project staff will develop plans for parental involvement related to the preschool program using members of the immediate staff, of the regular school staff, and resource personnel from other agencies. Programs will be developed around the parents' interests and the needs they express. These could be in the areas of home management, child development, food selection and preparation, etc. Where both parents are employed during the day, individual conferences and group parent meetings will be scheduled at night as needed and as feasible.

Through a close working relationship with parents, opportunities will develop to direct them to other appropriate community services such as medical, employment, housing, etc.

Community Planning

Health, welfare and related agencies are currently working as a group on development of a total community approach to services needed by impoverished families. In such a total approach a number of agencies have the interest and competencies to provide the specific services needed by these families. Some of these services, such as day care and health supervision, are important adjuncts to any pre-school program. The proposed preschool project of the Montgomery County Public Schools would be meshed with any other public and voluntary efforts designed to attack the causes of poverty in this county.

HEAD-START PROPOSAL - BUDGET - A PROJECT TO BE CONDUCTED
UNDER ECONOMIC OPPORTUNITY ACT OF 1964, TITLE II-A

I. ADMINISTRATIVE AND PROFESSIONAL STAFF COSTS:	TOTAL PROPOSED BUDGET (1)	SPONSOR'S SHARE OF TOTAL (2)	AMOUNT TO BE REIMBURSED BY FED. GOVT. (3)
A. Salaries			
1. Project Administrator	2,500.00		2,500.00
2. Recruitment & Selection of Staff	1,250.00	1,250.00	
3. Supervision	2,600.00	2,600.00	
4. Classroom Teachers	64,974.00		64,974.00
5. Community Project Coordinators	8,500.00		8,500.00
6. Staff Development Specialist	2,350.00		2,350.00
7. Research Specialist	2,350.00		2,350.00
8. Speech & Hearing Specialists	19,000.00		19,000.00
9. Resource Teachers	5,700.00		5,700.00
10. Psychologists	8,600.00		8,600.00
11. Curriculum Consultant	1,200.00	600.00	600.00
TOTAL	$119,024.00	$4,450.00	$114,574.00

	(1)	(2)	(3)
B. Benefits for Staff			
1. FICA @ .03625	4,314.62	161.31	4,153.31
2. Workmen's Compensation	178.54	6.68	171.86
3. Other Benefits	952.19	35.60	916.59
TOTAL	$5,445.35	$203.59	$5,241.76
C. Staff Travel Expenses	600.00	300.00	300.00
TOTAL	$600.00	$300.00	$300.00
D. Other Costs			
1. Communications	450.00	450.00	-
2. Expendable Office Supplies	2,000.00	2,000.00	-
TOTAL	$2,450.00	$2,450.00	-

II. SUPPORTING SERVICES COSTS	(1)	(2)	(3)
A. Salaries			
1. Teacher Aides	19,000.80		19,000.80
2. Secretaries	1,708.00		1,708.00
3. Clerk-Typists	1,400.00		1,400.00
4. Custodians	7,405.20	7,405.20	
TOTAL	$29,514.00	$7,405.20	$22,108.80
B. Fringe Benefits For Supporting Services			
1. FICA	1,069.88	268.44	801.00
2. Workmen's Compensation	442.71	111.07	331.64
3. Other Benefits	236.00	59.24	176.76
TOTAL	$1,748.59	$438.75	$1,309.84
C. Other Costs for Supporting Services			
1. Selection, recruitment & training of aides	960.00	960.00	-
TOTAL	$960.00	$960.00	-

III. OTHER COSTS	(1)	(2)	(3)
A. Instructional			
1. Equipment	4,680.00	4,680.00	
2. Supplies	2,925.00		2,925.00
TOTAL	$7,605.00	$4,680.00	$2,925.00
B. Food			
1. Substantial Snack	8,658.00	-	8,658.00
TOTAL	$8,658.00	-	$8,658.00
C. Health			
1. Supplies	315.00	315.00	
2. Medical Services	3,000.00	.	3,000.00
TOTAL	$3,315.00	$315.00	$3,000.00
D. Indirect Costs			
1. Rent, Utilities, Insurance, etc.	1,925.00	1,925.00	-
TOTAL	$1,925.00	$1,925.00	-
E. Transportation	13,500.00	-	13,500.00
GRAND TOTAL	$194,744.94	$23,127.54	$171,617.40

Budget Explanation

I. Administrative and Professional Staff Costs

A. Salaries

1. This person is counted as being on A & S - H (20-49 teachers) step 10. Two months @ $1,250 = $2,500.

2. Recruitment and selection of staff. This is estimated as taking a member of Personnel Department for full two weeks in interviewing and processing needed personnel - $1,250.

3. Supervision. This figure accounts for 5% of time of principals whose schools have classes. Also supervision for custodial and transportation services. 24 principals x $2,000 x 5% = $2,400 plus $200 for custodial and transportation = $2,600.

4. Classroom teachers. This is based on 39 experienced classroom teachers @ $41.65 daily = $41.65 x 39 x 42 = $64,974.

5. Community Project Coordinators. This includes five coordinators @ $42.50 = $42.50 x 40 x 5 = $8,500.

6. Staff Development Specialist. Grade G, Step 10 = $1,175 x 2 months = $2,350.

7. Research Specialist. Grade G, Step 10 = $1,175 x 2 months = $2,350.

8. Speech & Hearing Specialists. This is based on daily salary of $47.50 x 40 days x 10 teachers = $19,000.

9. Resource Teachers. This is based on $47.50 x 40 x 3 = $5,700.

10. Psychologists. This is based on Grade G, Step 6 = $1,075 monthly x 2 x 4 persons = $8,600.

11. Curriculum Consultant. This is based on employment of two consultants for first and last week of session = 20 days @ $60 = $1,200.

B. Fringe Benefits for Staff

These include all other benefits to which professional personnel are entitled to, including Health and Life Insurance.

C. Staff Travel Expenses

This is an estimated amount, based on ten cents per mile.

D. Other Costs

1 and 2. This is estimated for telephone calls and office supplies for 24 centers.

II. Supporting Services Costs

A. Salaries

1. Teacher aides. This is based on 39 teacher aides @ $2.03 per hour for six hours daily = $2.03 x 6 = $19,000.80

2. Secretaries. This is based on annual salary of $5,125 = $427 monthly x 2 x 2 = $1,708.

3. Clerk-typists. This is based on annual salary of $4,209 = $350 monthly x 2 x 2 = $1,400.

4. This is based on hourly rate of @2.46 for 39 custodians for two hours daily = $7,405.20

B. Fringe Benefits

1, 2, and 3. This includes fringe benefits to which these personnel are entitled.

C. Other Costs for Supporting Services

1. This is based on recruitment and training of aides by regular staff.

III. Other Costs

A. Instructional

1. Supplies. This is for art materials, pencils, paper, etc. 585 pupils @ $5 per pupil = $2,925

2. Equipment. This is based on use of kindergarten equipment and play materials 630 pupils @ $8 = $4,680.

B. Food

1. Substantial snack. This is based on supplying daily for each child a balanced, substantial lunch under direction of dietitian 585 x .37 x 40 = $8,658.

C. Health

1. Supplies. This item is estimated for first-aid supplies for 39 classes of 585 pupils.

D. Indirect Costs

This is an estimated amount based on use of 24 centers. It includes utilities, rental, insurance.

E. Transportation

1. The program includes 24 centers located throughout the county. Buses must be run.

Addenda

Food: The preparation and distribution of the substantial, balanced snack would be handled completely by the Division of School Lunch.

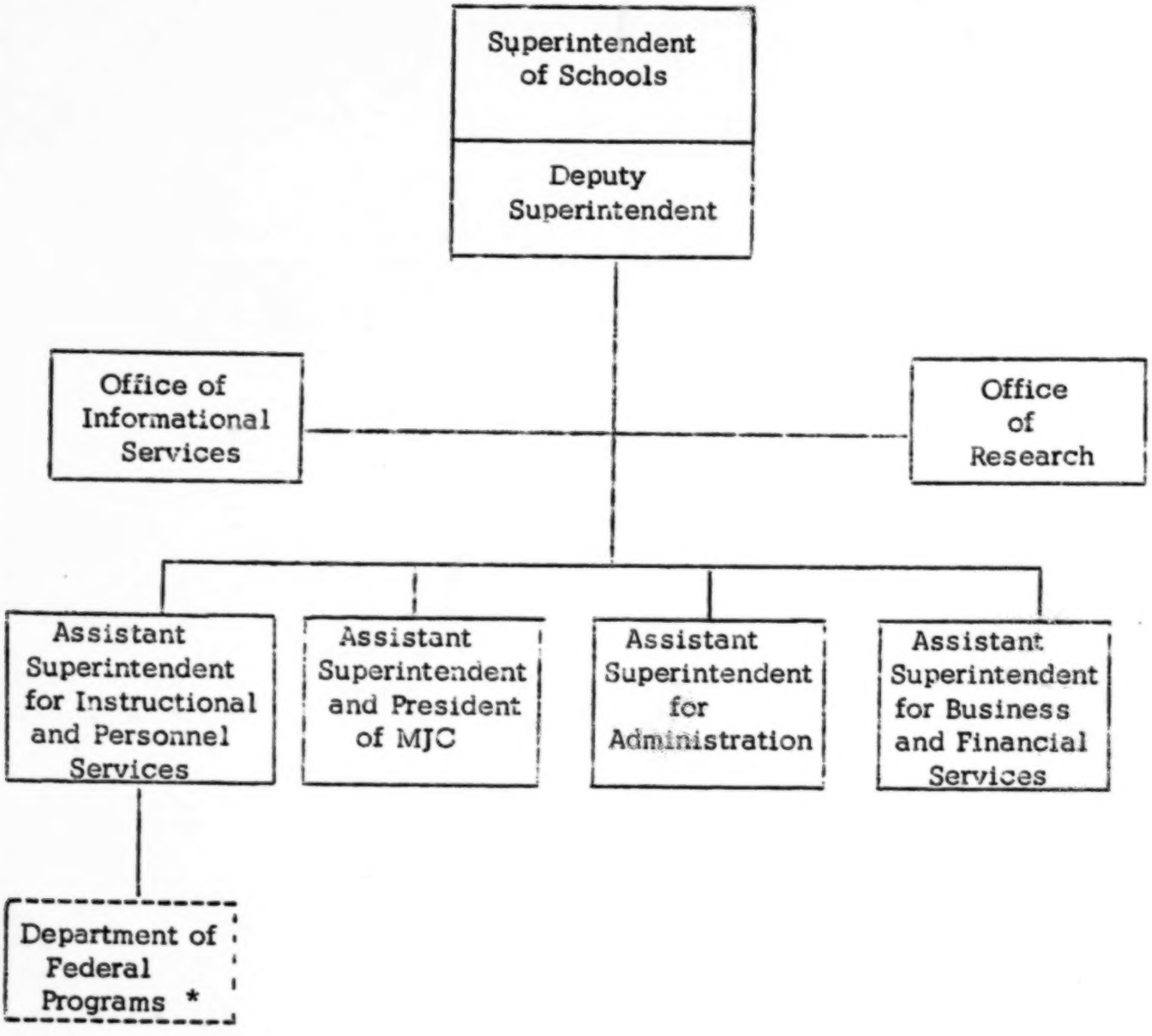
Transportation: The amount of money estimated for this would take care of gasoline and wages for drivers. The responsibility for this item would be taken by the Division of Transportation.

Health: The amount of $3,000 would be used under direction of and in cooperation with the Health Department for the purpose of providing health check-ups and needed medical services for these children.

APPENDIX I

ORGANIZATION CHART OF THE MONTGOMERY COUNTY PUBLIC SCHOOLS

(Showing the Department of Federal Programs)


Superintendent of Schools
Deputy Superintendent
Office of Informational Services
Office of Research
Assistant Superintendent for Instructional and Personnel Services
Assistant Superintendent and President of MJC
Assistant Superintendent for Administration
Assistant Superintendent for Business and Financial Services
Department of Federal Programs *

*1. Work Oriented Curriculum
2. National Defense Education Act
3. Economic Opportunity Act
4. Vocational Education Act of 1963
5. Manpower Development and Training Act

APPENDIX II

Bibliography

Bloom, B. S. Stability and change in human characteristics. New York: John Wiley, 1964.

In a review of the literature on many human characteristics, Bloom summarizes the work in the area of intelligence. He concludes that it is probably developmental in nature and is most susceptible to change during the years from one to five.

Dawe, Helen C. A study of the effect of an educational program upon language development and related mental functions in young children. J. exp. Educ., 1942, 11, pp. 200-209.

This was one of the early studies on change in ability as a function of language development. Dawe worked with orphanage children between three and six years of age in the area of language and found significant improvements in IQ scores following the work.

Deutsch, M. Facilitating development in the preschool child: social and psychological perspectives. Merrill-Palmer Quarterly, 1964, 10, pp. 249-264.

Deutsch attempts to outline a curriculum for a preschool which would serve to prevent the social deviancies associated with deprivation and to stimulate healthy growth and utilization of individual resources. It focuses particularly on language development and function but also considers other aspects of development as well.

Frost, J. L. School and the migrant child. Childhood Education, 1964, 41, pp. 129-133.

This is a report of an experimental summer school with migrant children who came to class after they had worked in the fields. Frost found that language developed very little from age four to age sixteen.

Gray, Susan W. The performance of the culturally different child: contributing variables. In Gray, Susan W. (ed.) Today's educational programs for culturally deprived children. Proceedings of Section II, The Seventh Annual Professional Institute of the Division of School Psychologists, American Psychological Association. Nashville: George Peabody College, 1962.

Gray reviews much of the literature on deprived children and attempts to develop a theoretical structure which will serve to outline areas of deficiency and strengths. These could then be used as guides in developing a program to work with deprived youngsters.

Gordon, H. Mental and scholastic tests among retarded children. London: London Board of Education, 1923.

This is one of the first of the studies of ability among children in

deprived environments. In this case, the children studied, lived on canal boats or in gypsy camps and it was found that their ability seemed to decline as they remained in such impoverished settings.

Henry, J. Culture against man. New York: Random, 1963

Henry speaks of the "hidden middle-class curriculum" by means of which the child comes to school already prepared in many areas.

Hunt, J. McV. Intelligence and experience. New York: Ronald, 1961

An outstanding book in which Hunt carefully collects the evidence from all areas and develops the thesis that intelligence is to a much greater extent than realized formerly, developmental in nature. It is the best English presentation as well of the theories and works of Piaget.

Hunt, J. McV. The psychological basis for using preschool enrichment as an antidote for cultural deprivation. Merrill-Palmer Quarterly, 1964, 10, pp. 209-248.

Relying on his own earlier work and the work of others, Hunt summarizes the basis in psychological theory and in the evidence from psychological research for the use of a preschool to counteract cultural deprivation. He believes an opportunity to see and hear a variety of things is more important than the Freudian concern with needs and drives would indicate. He suggests re-examination of the work of Maria Montessori.

Klaus, R. A. & Gray, Susan W. The early training project: Murfreesboro, Tennessee, Schools. In Gray, Susan W. (ed.) op. cit.

This is a brief description of an experimental project which worked with underprivileged children in the summers from the time they were three until the age of school entrance. The parents were worked with during the winters and were provided materials for helping their children. This represents in action the theoretical structure outlined by Gray.

Lee, E. S. Negro intelligence and selective migration: A Philadelphia test of the Klineberg hypothesis. Am. Social. Rev., 1951, 16, 227-233.

Lee studied the changes in intelligence test scores of Negro children who moved from the South at various ages. Even though they moved into the slums of Philadelphia, significant improvements occurred if the children moved before age six.

McCandless, B. R. Children and adolescents. Chapters 7 and 8. New York: Holt, 1961. pp. 209-274.

McCandless reviews the research on intelligence, its measurement, and the sources of variation therein. Particular emphasis is given to studies which suggest the crucial stages for the development of intelligence are in

the early years and to studies which indicate the extreme importance of a stimulus-rich environment.

Rambusch, Nancy M. Learning how to learn: an American approach to Montessori. Baltimore: Helicaon Press, 1962.

This is a brief account of the work of Montessori in Rome. It contains a bibliography of the material in English on Montessori.

Silberman, C. S. Give the slum children a chance: a radical proposal. Harper's, 1964, 228, pp. 37-42.

Silberman charges that the schools fail to educate adequately 50% to 80% of the slum children. He proposes compensatory nurseries for such children and reviews some background in this area.